INDEX

THE HISTORICAL OUTLOOK, VOLUME XI

Continuing The History Teacher's Magazine

JANUARY-DECEMBER, 1920

Allen, William H., Plea for Campaign Civics, 279-280.

Almack, John C., Making Better Citizens, 310-312.

Along the Highways of French History, by Desdevises Du Dezert, 265-271, 299-304.

American Historical Association, suggestions of Committee of Five, 67-68; Cleveland Meeting, report of, 69-72; report of Secretary and papers read at Conference on report of the Committee on History and Education for Citizenship in Schools, 73-83; supplemental papers read at conference, 111-115; resolution passed at Far Eastern dinner, 121; Pacific Coast Branch annual meeting program, 360.

American History, Recent, Problems of Teaching, by Arthur Meier Schlesinger, 352-355.

American Position on the Revolution of 1848 in Germany, by R. C. McGraine, 333-339.

Application of Conditions in the South, discussion at Conference on report of Committee on History and Education for Citizenship in Schools, by Milledge L. Bonham, Jr., 75, 76.

"A Schoolmaster," Teaching of History of Today, 16, 17.

Aviators, How American Were Trained, by Colonel Hiram Bingham, 5-9.

Balliet, Thomas M., Department of Social Studies, 84; New Democracy and Education, 150-151.

Barr, Arvil S., Methods of Checking Collateral Reading, 195, 196.

Beatty, Willard W., Experiment in Use of Pageantry and Ritual as Motivating Forces in Education, 342-349.

Bias of History, by Benjamin Charles B. Tighe, 139, 140.

Bingham, Hiram (Colonel), How American Aviators Were Trained, 5-9.

Bogardus, F. S., New Course of Study and Teachers' Training Schools, 76-79.

Bonham, Milledge L., Jr., Application to Conditions in South, 75, 76; Concerning Historical (?) Portraits, 141, 142.

Book Reviews—Continued.

Book Reviews, arranged alphabetically, under authors' names:

Adams, George Burton, Outline of English Constitutional History, 17.

Alexander, Hartley Burr, Letters to Teachers, and Other Papers of the Hour, 17.

Beatty, Bessie, The Red Heart of Russia, 245, 246.

Bigelow, Poultney, Prussianism and Pacifism, 280, 281.

Blankenhorn, Heber, Adventures in Propaganda—Letters From an Intelligence Officer in France, 158.

Breasted, James Henry, Survey of the Ancient World, 124.

Capek, Thomas, The Czechs (Bohemians) in America, 323, 324.

Cheney, Edward P., An Introduction to the Industrial and Social History of England, 360, 361.

Chilton, Alexander Wheeler, and Holt, Lucius Hudson, A Brief History of Europe From 1789 to 1815, 156.

Creel, George, Ireland's Fight for Freedom, 247, 248.

Duggan, Stephen Pierce, The League of Nations, the Principle and the Practise, 156, 157.

Fairbridge, Dorothea, A History of South Africa, 123, 124.

Faris, John T., Historic Shrines of America, 246, 247.

Frary, Donald Paige, and Seymour, Charles, How the World Votes, 157, 158.

Gourko, Basil (General), War and Revolution in Russia, 1914-1917, 245, 246.

Hackett, Francis, Ireland: a Study in Nationalism, 247, 248.

Hagedorn, Herman, The Boys' Life of Theodore Roosevelt, 123.

Hassall, Arthur, France, Medieval and Modern, 17.

Hazen, Charles Downer, Fifty Years of Europe, 1870-1919, 159.

Book Reviews—Continued.

Hollister, Paul M., and Jones, John Price, The German Secret Service in America, 1914-1918, 17, 18.

Holt, Lucius Hudson, and Chilton, Alexander Wheeler, A Brief History of Europe From 1789 to 1815, 156.

Inman, Samuel Guy, Intervention in Mexico, 204, 205.

Jones, John Price, and Hollister, Paul M., The German Secret Service in America, 1914-1918, 17, 18.

Koch, Theodore Wesley, Books in the War, 124.

Laski, Harold J., Authority in the Modern State, 124, 125.

Rhodes, James Ford, History of the United States From Hayes to McKinley, 1877-1896, 204.

Russell, Charles Edward, Unchained Russia, 245, 246.

Seymour, Charles, and Frary, Donald Paige, How the World Votes, 157, 158.

Spargo, John, Bolshevism, 158, 159.

Stephenson, G. M., Political History of the Public Lands, 155.

Thorpe, Francis Newton, The Essentials of American Constitutional Law, 18.

Tout, T. F., Medieval and Modern Warfare, 123.

Trevelyan, G. M., Scenes From Italy's War, 124.

Turner, Frederick Jackson, The Frontiers in American History, 360.

Tuell, Harriet E., The Study of the Nations, An Experiment in Social Education, 157.

Usher, Abbott Payson, An Introduction to the Industrial History of England, 244, 245, 280.

Ward, Sir Adolphus William, Germany, 1815-1890; Vol. III, 1871-1890, 155, 156.

Webster, H., Medieval and Modern History, 248, 249.

Bourne, H. E., Source Study for College Classes, Price-Fixing in Revolutionary France, 21-43; The Personality of Robespierre, 177-189.

Branom, Mendel E., Project Problem Method in History, 107-110.

Bucyrus High School, Method of History Instruction Used In, by Edward S. Dowell, 356-360.

Buroker, A. B., Sociology in a Rural High School, 151, 152.

Calendar, Evolution of Present and Perpetual One Derived From It, by B. M. Jaquish, 100-102.

Carrier, F. W., Topical Method in United States History as a Social Study, 313-316.

"Case Group" Approach to Programs of Civic Education, by David Snedden, 197-199.

Character and Value of Standardized Tests in History, by Earle Underwood Rugg, 231-236.

Chase, Wayland J., Book Review Department edited by, 17, 18, 123-125, 155-159, 204, 205, 244-249.

Chicago High School, Effect of 1917 Course of Study on Status of History, a memorandum, 122, 123.

Citizenship, Education For, by Lawrence C. Staples, 85, 86.

Citizenship, Practical Lesson In, by Reid Hunter, 320, 321.

Civic Education, the "Case Group" Approach to Problem of, by David Snedden, 197-199.

Clark, Edith M., History Curriculum Since 1850, 58-68, 72.

Clement, Stephen C., Going Over — A Sailor's Diary, 297-299.

Collateral Reading, Methods of Checking, by Arvil S. Barr, 195, 196.

Colleges, History in, Utility of Medieval History in Elementary Curricula, 10-13; Price-Fixing in Revolutionary France, 21-43; Use of Virginia's Historical Laboratory, 53, 54; History Curriculum Since 1850, 58-68, 72; Situation, 1919-1920, 103-106; Personality of Robespierre, 177-189.

Columbia College, History Curriculum, 1868 to 1917, 62, 63.

Comments on a Social Service Course, by J. C. Peters, 200-201.

Committee for Teaching Citizenship, by Harry H. Moore, 88, 89.

Committee of Five, American Historical Association, viewpoint on Report of Committee on History and Education for Citizenship in Schools, 80.

Committee of Five, American Historical Association, suggestions of, 66-68.

Committee on History and Education for Citizenship in the Schools, Secretary's Report and Papers Read at Conference, 73-83; Supplemental Papers, 111-115.

Committee on Public Information, by Guy Stanton Ford, 97-100.

Community Civics in Town or Small City, by Jennie L. Pingrey, 317-319.

Concerning Historical (?) Portraits, by Milledge L. Bonham, Jr., 141, 142.

Coulomb, Charles A., Recent Historical Publications Listed by, 19, 20, 90, 91, 126, 127, 162, 163, 206, 207, 250, 251, 281-286, 325, 361, 362; Report on Cleveland Meeting of American Historical Association, 69-72; Proposed Course of Study for Elementary Schools, 81-83.

Course in General History From the Sociologists' Standpoint, by Ross L. Finney, 221-227.

Cult of the Dead in Ancient Egypt, by Anna Laura Holbrook, 307-309.

Current Events, Teaching of, by J. Lewis Stockton, 13-15; Teaching of History of Today, by "A Schoolmaster," 16, 17; Political Parties and the Presidential Campaign, 272-276; Political Campaign in High School Classes, 276-278; Plea for Campaign Civics, 279, 280.

Dawson, Edgar, Three-Legged Stool, 351, 352.

Democracy, Effective Citizenship in, by Laurence C. Staples, 116-118.

Department of Social Studies, by Thomas M. Balliet, 84.

Devolution and Imperial Federation, by Edith E. Ware, 257-259.

Dickinson, John, Statesman and Patriot, by D. C. Shilling, 174-176.

Dowell, Edward S., Method of History Instruction Used in Bucyrus High School, 356-360.

Du Dezert, Desdevises, Along the Highways of French History, 265-271, 299-304.

Education for Citizenship, by Laurence C. Staples, 85, 86.

Effective Citizenship in a Democracy, by Laurence C. Staples, 116-118.

Effects of the 1917 Course of Study on the Status of History in the High School of Chicago, presented by Lillian W. Thompson, 122, 123.

Egypt, Cult of the Dead in Ancient, by Anna Laura Holbrook, 307-309.

Elementary Schools, History in, see Grade Schools, History in.

English Natural Science, Development of in Oversea Lands, by James E. Gillespie, 304-307.

Evolution of Our Present Calendar and a Perpetual One Derived From It, by B. M. Jaquish, 100-102.

Experiences of a Y. M. C. A. Secretary in Russia, 1917-1918, by Thomas P. Martin, 169-173.

Experiment in the Use of Pageantry and Ritual as Motivating Forces in Education, by Willard W. Beatty, 342-349.

Fay, Bernard, On the Intellectual Situation in France, September, 1920, 331-333.

Finney, Ross L., Course in General History From the Sociologists' Standpoint, 221-227.

Flesher, Ruth, Spirit of Progress, 349, 350.

Ford, Guy Stanton, The Committee on Public Information, 97-100.

Foster, Herbert D., Application of Report of Committee on History and Education for Citizenship in Schools to New England, 112-115.

France, Revolutionary, Price-Fixing in, 21-43; History Teachers in, 66; Intellectual Situation in, September, 1920, 331-333.

French History, Along the Highways of, by Desdevises Du Dezert, 299-304.

Galpin, W. Freeman, Some Phases of a Military Experience, 340-342.

Gates, Arthur I., Psychological vs. Chronological Order in Teaching of History, 227-230.

Gathany, J. Madison, Political Campaign in High School Classes, 276-278.

General History, Course in from Sociologists' Standpoint, by Ross L. Finney, 221-227.

German Revolution, Comments on, 9; of 1848, American Position on, 333-339.

German Universities, History Courses in, 65, 66.

Gillespie, James E., Oversea Lands and the Development of English Natural Science, 304-307.

Going Over — A Sailor's Diary, by Stephen C. Clement, 297-299.

Grade Schools, History in, Report of the Secretary and Papers Read at Conference on Report of Committee on History and Education for Citizenship in Schools, 73-83; application to conditions in the South, 75, 76; new course of study and Teachers' Training School, 76-78; standpoint of National Association's Committee, 79, 80; viewpoint of Committee of Eight, 80; proposed course of study for, 81-83; project problem method, 107-110; supplemental papers at conference on Report of Committee on History and Education for Citizenship in Schools, 111-115; application to conditions in New England, 112-115; course in general history from sociologists' viewpoint, 221-227; psychological vs. chronological order of teaching, 227-230; project problems as method of teaching, 237-240.

Hall, W. L., Current Periodical Articles on the Teaching of History, listed by, 18, 126, 205.

Hamilton College, History Course, 1868, 1878, 1888, 63.

Harvard University, History Course, 1878, 1914, 1915, 1917, 1918, 63, 64.

Hatch, R. W., Project Problem as a Method for Teaching History, 237, 340.

"H. H. M.," Inventive Genius and Society, 153.

Hill, Howard C., Political Parties and the Presidential Campaign, 272-276.

Historical Articles in Current Periodicals, compiled by Leo F. Stock, 18, 19, 91, 125, 126, 162, 205, 206, 249, 250, 286-289, 325, 326, 362, 363.

Historical Field, Notes From, 121, 160, 161, 202, 203, 323.

Historical Laboratory of Virginia, by Morgan P. Robinson, 53, 54.

Historical (?) Portraits, article concerning, by Milledge L. Bonham, Jr., 141-142.

Historical Publications, Recent, listed by Charles A. Coulomb, 19, 20, 90, 91, 126, 127, 162, 163, 206, 207, 250, 251, 281-286, 325, 361, 362.

History, Bias of, by Benjamin Charles B. Tighe, 139, 140.

History Classes, Library Equipment for, 89.

History Curriculum Since 1850, by Edith M. Clark, 58-68, 72.

History in Summer Schools, 1920, 242-244, 251.

History of Today, Teaching of, by "A Schoolmaster," 16, 17.

History Situation in Colleges and Universities, 1919-1920, by Arthur M Schlesinger, 103-106.

History, Teaching of, Psychological vs. Chronological Order, by Arthur I. Gates, 227-230.

History, United States, as a Social Study, Topical Method for, 313-316.

Holbrook, Anna Laura, Cult of the Dead in Ancient Egypt, 307-309.

How American Aviators Were Trained, by Colonel Hiram Bingham, 5-9.

Hunter, Reid, Practical Lesson in Citizenship, 320, 321.

Intelligence Work at First Army Headquarters, by John C. Parish, 213-217.

Inventive Genius and Society, by "H. H. M.," 153.

Irish Question, Potential Solution for, by Edith E. Ware, 217-220.

James, James A., Viewpoint of Committee of Eight on Report of Committee on History and Education for Citizenship in Schools, 80.

Jaquish, B. M., Evolution of Our Present Calendar and Perpetual One Derived From It, 100-102.

John Dickinson, Statesman and Patriot, by D. C. Shilling, 174-176.

Johnson, Douglas, Territorial Problems of the Peace Conference, 260-264.

Knowlton, Daniel C., Report of the Secretary and Papers Read at the Conference on Report of Committee on History and Education for Citizenship in Schools, 73-83; discussion on standpoint of National Education Association Committee, 79-80; Recent Tendencies in Social Studies, 194-195.

Kurrie, Majel I., a New Method, 121-122.

Laboratories, Historical, of Virginia, 53-54.

Labor in Treaty of Peace, comments on, 9.

League of Nations, comments on, 9.

Library Equipment for History Classes, 89.

McGraine, R. C., American Position on Revolution of 1848 in Germany, 333-339.

Magoffin, Ralph V. D., Morale Work in an Army Camp, 49-52.

Making Better Citizens, by John C. Almack, 310-312.

Martin, Thomas P., Experiences of a Y. M. C. A. Secretary in Russia, 1917-1918, 169-173.

Medieval History, Utility of in Elementary College Curriculum, by Robert K. Richardson, 10-13.

Methods of Checking Collateral Reading, by Arvil S. Barr, 195-196.

Methods of History Instruction Used in Bucyrus High School, by Edward S. Dowell, 356-360.

Moore, Harry H., National Committee for Teaching Citizenship, 88-89.

Morale Work in an Army Camp, by Ralph V. D. Magoffin, 49-52.

More About Working Museum of History, by Edward Carlton Page, 55-57.

Museums, Historical, More About Working of, 55-57.

National Committee for Teaching Citizenship, by Harry H. Moore, 88-89.

National Education Association's Committee, standpoint of on Report of Committee on History and Education for Citizenship in Schools, 79-80.

New Course of Study and Teachers' Training School, by F. S. Bogardus, 76-79.

New Democracy and Education, by Thomas M. Balliet, 150-151.

New Method, in teaching history, by Majel I. Kurrie, 121-122.

On the Intellectual Situation in France, September, 1920, by Bernard Fay, 331-333.

Oversea Lands and the Development of English Natural Science, by James E. Gillespie, 304-307.

Pacific Coast Branch, American Historical Association, program of annual meeting, 360.

Page, Edward Carlton, More About the Working Museum of History, 55-57.

Pageantry and Ritual, Experiment in use of as Motivating Forces in Education, by Willard W. Beatty, 342-349.

Parish, John C., Intelligence Work at First Army Headquarters, 213-217.

Peace Conference, Labor in Treaty, 9; Territorial Problems of, by Douglas Johnson, 260-264.

Periodicals, Articles on Teaching of History, Current, listed by W. L. Hall, 18, 126, 205.

Periodicals, Historical Articles, Current, listed by Leo F. Stock, 18-19, 91, 125-126, 162, 205-206, 249-250, 286-289, 325-326, 362-363.

Personality of Robespierre, Source Study for College Classes, by H. E. Bourne, 177-189.

Peters, J. C., Comments on Social Science Course, 200-201.

Pierce, Bessie L., Socialized Recitation, the, 189-193.

Pilgrim Half Dollars, issuance of, 319.

Pilgrim Tercentenary, information about, 321-323.

Pingrey, Jennie L., Community Civics in Town or Small City, 317-319.

Plea for Campaign Civics, by William H. Allen, 279-280.

Political Campaign in High School Classes, by J. Madison Gathany, 276-278.

Political Parties and the Presidential Campaign, by Howard C. Hill, 272-276.

Potential Solution for the Irish Question, by Edith E. Ware, 217-220.

Practical Lessons in Citizenship, by Reid Hunter, 320-321.

Presidential Campaign, and Political Parties, by Howard C. Hill, 272-276.

Price-Fixing in Revolutionary France, Source Study for College Classes, by H. E. Bourne, 21-43.

Problem of Teaching Recent American History, by Arthur Meier Schlesinger, 352-355.

Procurement of Quartermaster Supplies During World War, by Albert L. Scott, 133-138.

Project Problem as a Method for Teaching History, by R. W. Hatch, 237-240.

Project Problem Method in History, by Mendel E. Branom, 107-110.

Proposed Course of Study for Elementary Schools, discussion on Report of Committee on History and Education for Citizenship in Schools, 81-83.

Psychological vs. Chronological Order in Teaching of History, by Arthur I. Gates, 227-230.

Quartermaster Supplies, Procurement of During World War, by Albert L. Scott, 133-138.

Recent Tendencies in the Social Studies, by Daniel C. Knowlton, 194-195.

Richardson, Robert K., Utility of Medieval History in Elementary College Curriculum, 10-13.

Ritual, and Pageantry, an Experiment in Use of as Motivating Forces in Education, by Willard W. Beatty, 342-349.

Robinson, Morgan P., Virginia's Historical Laboratory, 53-54.

Rugg, Earle Underwood, Supervised Study in History, 142-149; Character and Value of Standardized Tests, 231-236.

Rural High School, Sociology in, by A. B. Buroker, 151-152.

Russia, Experiences of a Y. M. C. A. Secretary in, 1917-1918, by Thomas P. Martin, 169-173.

Sailor's Diary, on Going Over, by Stephen C. Clement, 297-299.

Schafer, Joseph, Decision reached in Cleveland meeting on Report of the Committee on History and Education for Citizenship in Schools, delivered by, 111-115.

Schlesinger, Arthur M., History Situation in Colleges and Universities, 1919-1920, 103-106; Problem of Teaching American History, 352-355.

Scott, Albert L., Procurement of Quartermaster Supplies During World War, 133-138.

Secondary Schools, History in, History Curriculum since 1850, 58-68, 72; Report of Secretary and Papers Read at Conference on Report of Committee on History and Education for Citizenship in Schools, 73-83; application of report to conditions in the South, 75-76; New Course of Study and Teachers' Training Schools, 76-78; standpoint of National Education Association's Committee on report, 79-80; viewpoint of the Committee of Eight, 80; supplemental papers upon report of Committee on History and Education for Citizenship in Schools, 111-115; application of report to conditions in New England, 112-115; a new method, 121-122; Effect of 1917 course on Status of High School in Chicago, 122-123; supervised study, 142-149; socialized recitation, 189-193; Methods of Checking Collateral Reading, 195-196; Course in General History from Sociologists' Viewpoint, 221-227; Psychological vs. Chronological Order of Teaching, 227-230; Character and Value of Standardized Tests, 231-236; Project problem as a Method for Teaching, 237-240; the Political Campaign in, 276-278; plea for Campaign Civics, 279-280; Spirit of Progress, 349-350; Three-Legged Stool, 351-352; methods used in Bucyrus High School, 356-360.

Shilling, D. C., John Dickinson, Statesman and Patriot, 174-176.

Snedden, David, "Case Group" Approach to Program of Civic Education, 197-199.

Social Economics, Teaching of, Miss Ruth Wanger, 118-119.

Socialized Recitation, by Bessie L. Pierce, 189-193.

Social Service Course, comments on, by J. C. Peters, 200-201.

Social Studies, Education for Citizenship, 85-86; in the High Schools of the U. S., 87-88; National Committee for Teaching Citizenship, 88-89; Effective Citizenship in a Democracy, 116-118; Teaching Social Economics, 118-119; New Democracy and Education, 150-151; Sociology in a Rural High School, 151-152; Inventive Genius and Society, 153; Recent Tendencies in, 194-195; "Case Group" approach to Program of Civic Education, 197-199; Comments on a Social Service Course, 200-201; Course in General History From Sociologists' Viewpoint, 221-227; Project Problem as Method for Teaching, 237-240; Making Better Citizens, 310-312; Topical Method in U. S. History for, 313-316; Community Civics in Town or Small City, 317-319; Practical Lesson in Citizenship, 320-321; experiment in use of Pageantry and Ritual in Motivating Forces in Education, 342-349.

Social Studies, Department of, 84-88, 116-119, 150-153, 197-201, 237-240.

Social Studies, in the field of, 87, 119-121, 153-155, 201-202, 240-241.

Sociology in a Rural High School, by A. B. Buroker, 151-152.

Some Phases of a Military Experience, by W. Freeman Galpin, 340-342.

Source Study, Price-Fixing in Revolutionary France, 21-43; Evolution of Our Present Calendar and a Perpetual One Derived From It, 100-102; John Dickinson, Statesman and Patriot, 174-176; Personality of Robespierre, 177-189.

Spirit of Progress, by Ruth Flesher, 349-350.

Standardized Tests in History, Character and Value of, by Earle Underwood Rugg, 231-236.

Staples, Laurence, Education for Citizenship, 85-86; Effective Citizenship in a Democracy, 116-118.

Stock, Leo F., Historical Articles in Current Periodicals, compiled by, 18-19, 91, 125-126, 161-162, 205-206, 249-250, 286-289, 325-326, 362-363.

Stockton, J. Lewis, Teaching Current Events, 13-15.

Summer Schools, History in, 1920, 242-244, 251.

Supervised Study in History, by Earle U. Rugg, 142-149.

Syracuse University, Historical Courses, 1878 and 1888, 63.

Teaching of History of Today, by "A Schoolmaster," 16-17.

Teaching Social Economics, by Miss Ruth Wanger, 118-119.

Territorial Problems of the Peace Conference, by Douglas Johnson, 260-264.

Thompson, Lillian W., Effect of the 1917 Course of Study on the Status of History in the High School of Chicago, 122-123.

Three-Legged Stool, by Edgar Dawson, 351-352.

Tighe, Benjamin Charles B., Bias of History, 139-140.

Topical Method in United States History as a Social Study, by F. W. Carrier, 313-316.

Utility of Medieval History in Elementary College Curricula, by Robert K. Richardson, 10-13.

Virginia's Historical Laboratory, by Morgan P. Robinson, 53-54.

Wanger, Ruth (Miss), Teaching Social Economics, 118-119.

Ware, Edith E., Potential Solution for the Irish Question, 217-220; Devolution and Imperial Federation, 257-259.

War Work of Historians; Ralph V. D. Magoffin, Morale Work in an Army Camp, 49-52; Guy Stanton Ford, Committee on Public Information, 97-100; John C. Parish, Intelligence Work at First Army Headquarters, 213-217; W. Freeman Galpin, Some Phases of a Military Experience, 340-342.

World War; How American Aviators Were Trained, 5-9; Morale Work in an Army Camp, 49-52; Committee on Public Information, 97-100; Procurement of Quartermaster Supplies, 133-138; Experineces of a Y. M. C. A. Secretary in Russia, 1917-1918, 169-173; Intelligence Work at First Army Headquarters, 213-217; Going Over—a Sailor's Diary, 297-299; Some Phases of a Military Experience, 339-342.

Y. M. C. A. Secretary, Experiences in Russia, 1917-1918, by Thomas P. Martin, 167-173.